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ABSTRACT

Ohio's Literacy 2000 initiative was launched in fall 1992 to examine opportunities and challenges for meeting the state's adult literacy needs. More than 600 Ohioans discussed their concerns regarding critical aspects of literacy at four regional summits. Nationally recognized leaders in adult literacy, representatives of exemplary local literacy programs, and formerly illiterate adult learners spoke at the summit. According to information gathered through pre- and postsummit questionnaires and small group discussions, the summit participants believe the following: Ohio is at a competitive disadvantage in literacy with other states/nations; adult literacy problems are a major factor in students' success/failure in school; Ohio parents lacking basic skills should be the primary target of literacy programs; and literacy assessments should be based on performance rather than on standardized measures. The following common themes were identified as a basis for building a statewide strategy for literacy: illiteracy as an intergenerational phenomenon and social/economic imperative for action and the need for improved research, greater collaboration in literacy efforts, and coordinated action by state leadership in Ohio. (Appended are the summit questionnaire and a table of regional responses to the small group discussion questions.) (MN)

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ED 366 726

Adult Literacy in Ohio: A Commonality of Concerns

A Report on the Governor's Literacy 2000 Regional Summits

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Prepared by

The Ohio Literacy Network

in cooperation with

Office of the Governor
Ohio Bureau of Employment Services
Ohio Department of Education
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Table of Contents

Executive Summary 3

Illiteracy: Ohio's Hidden Crisis 5

What were the Literacy 2000 Summits? 7
- Organizational Background 7
- Strategies for Assessing the Status of Literacy in Ohio 7

Summit Results: A Commonality of Concerns 9
- Major Findings of Pre-Post Questionnaire 9
- Responses Offered in Small Group Discussions 10

Meeting the Challenge of a Literate Ohio 13
- Emerging Themes and Issues 13
- Future Action 14

Appendix A: Summit Questionnaire 16

Appendix B: Table of Regional Responses to Small Group Discussion Questions 18

Acknowledgments 26

Governor's Message:

It is my firm belief that we are at a watershed, the most significant in our nation's history. What we do now will determine whether we will continue to be a key player in the most formidable economic competition encountered in the 20th century and whether Ohio's citizens will have the skills necessary to be fully functioning members of society. Ensuring every Ohioan is literate will be an important part of this challenge.

Society's demands on individuals and businesses have changed. It is no longer sufficient to be able only to read and write. Ohioans must have well-developed communications skills, the ability to work as team members, and the confidence to solve problems and implement solutions. They need high self-esteem and strong self-management skills to succeed in life and on the job.

Business and industry must also examine how their organizational structures and practices can better tap the potential of the current workforce. Their participation in the dialogue that will shape the nature of Ohio's future workforce is critical; education and literacy are everyone's business.

The Literacy 2000 Summits provided Ohioans with an opportunity for dialogue on these issues. This report reveals that concerns are shared throughout the state. While the challenges identified are great, the need for action is even greater.

Working together, we can successfully meet these challenges. I want to thank all who participated in these summits and offer my strong encouragement for continued involvement in our combined efforts to achieve a literate and competitive Ohio.

George V. Voinovich

The man in the glass

When you get what you want in your struggle for self
And the world makes you king for a day,
Just go to a mirror and look at yourself,
And see what THAT man has to say.

For it isn't your father or mother or wife
Who judgment upon you must pass;
The fellow whose verdict counts most in your life
Is the one staring back from the glass.

Some people may think you a straight-shootin' chum
And call you a wonderful guy,
But the man in the glass says you're only a gum
If you can't look him straight in the eye.

He's the fellow to please, never mind all the rest
For he's with you clear up to the end,
And you've passed your most dangerous, difficult test
If the man in the glass is your friend.

You may fool the whole world down the pathway of years
And get pats on the back as you pass,
But your final reward will be heartaches and tears
If you've cheated the man in the glass.

Read by Carl Bell, a new reader from Project Learn in Cleveland, at the Northeast Literacy 2000 Summit, October 23, 1992.

Executive Summary

In both economic and human terms, the costs of illiteracy are startling. In an advanced technological, information-oriented society, adults who lack basic skills—an estimated 11% of Ohio's population—will find it increasingly difficult to compete for and maintain well paying employment. If Ohio is to stay competitive, its workforce must, at the very minimum, be literate.

Illiteracy also has other, more human costs–parents who cannot read to their children and citizens who cannot participate fully in the democratic process. It affects the lives of Ohioans at home, at work and in the community. Illiteracy is Ohio's hidden crisis.

In the fall of 1992, Governor George Voinovich launched Literacy 2000 to examine opportunities and challenges for meeting Ohio's adult literacy needs. Over six hundred Ohioans met to discuss their concerns regarding critical aspects of literacy at four regional summits. *Adult Literacy in Ohio: A Commonality of Concerns* provides a summary of the input received from each of these summits and identifies the best actions which must be taken collectively to move Ohio toward becoming a more literate state.

In general, Literacy 2000 participants believe the following about the condition of literacy in Ohio:

- our state is at a **competitive disadvantage** in literacy with other states and other nations;
- adult literacy problems are a **major factor in the success or failure of students in our schools;**
- Ohio's **parents lacking basic skills should be the primary target** of literacy programs; and
- literacy **assessments should be based on performance** rather than standardized measures.

A commonality of concerns on the necessary future direction for literacy services and programs also emerged from the four summit discussions. While differences existed in the order of prioritization, similar comments in response to discussion questions were offered during each summit. This consistency of themes, as reflected below, provides a strong basis on which to build a statewide strategy for literacy.

I. *Illiteracy—A social and economic imperative for action:* Both the public and private sector must become more concerned about — and resolved to — upgrade the basic skills of our current workers. Increased attention must be given to sensitizing Ohio's leaders about the cost of illiteracy. A major public awareness campaign is needed to ensure the message is effectively communicated to all target audiences.

II. *Illiteracy as an intergenerational phenomenon:* The children of parents who do not read frequently grow into adulthood unable to read. Ohio's literacy programs must focus on the pivotal role parents play in their children's education.

III. *A stronger, more coordinated research effort:* Practical research is needed to obtain a better understanding of individuals with basic skills deficiencies. Increased attention must be given to determine how these individuals can be motivated to seek services and to identify instructional methods that are most successful.

IV. *Improving Ohio's efforts through collaboration & information*: The need for networking and collaboration among those working to overcome illiteracy was articulated consistently throughout each summit. While effective family and workplace literacy initiatives often involve more than one agency and organization, cooperation should underlie all literacy efforts. More support and resources must be devoted to expanding and improving collaborative efforts in Ohio.

V. *A need for coordinated action by state leadership in Ohio:* Coordinated action by state leadership is critical. Two activities which will greatly enhance statewide efforts include the designation of a state advisory council on literacy and the establishment of a State Literacy Resource Center which serves diverse literacy providers.

Efforts are underway to address the issues raised at these summits. As of March of 1993, Ohio's State Literacy Resource Center was established at Kent State University and the Governor's Human Resources Investment Council has broadened the scope of its mission to assume the role of a State Advisory Council for Literacy.

Ohio will now take the next step—the development of a well thought-out action agenda for literacy to be completed by the end of 1993; this will set forth specific recommendations and strategies for ensuring progress and guiding decision making at the state and local levels. The public-private partnership which provided strong leadership for the Literacy 2000 summits will continue as Ohio examines the steps needed to meet the challenge of building and maintaining a literate, highly skilled, and engaged citizenry.

Illiteracy: Ohio's Hidden Crisis

What is the cost of adult illiteracy? The United Way has estimated that, in dollars, illiteracy costs our nation's businesses and taxpayers $20 billion dollars annually.

While its economic impact is staggering, illiteracy also has other, more human costs — parents who cannot read to their children; workers who fear it will cost them their jobs; and citizens who cannot participate fully in the democratic process. In short, illiteracy affects people's lives at home, at work, and in the community and, by so doing, it affects the economic and social well-being of our nation.

To enhance our competitiveness in today's global economy, our state and national decision makers must provide the necessary leadership to develop more effective strategies for addressing the critical problem of adult illiteracy. In an advanced technological society, adults who lack basic skills — an estimated 11% of Ohio's population — will find it increasingly difficult to compete for, and maintain, well paying employment as the pool of jobs requiring limited skills continues to shrink. While individuals are affected most immediately by their illiteracy, society in general bears the costs in the form of lost productivity and increased need for social services. This is Ohio's hidden crisis.

In the fall of 1992, Governor George Voinovich launched Literacy 2000 to examine Ohio's adult literacy needs and to recommend policies and programs to meet those needs (see box: "Governor's Message"). With this initiative, Ohio became one of the few states in the nation to determine its future direction in adult literacy through an interactive dialogue of diverse individuals, from across the state, with an interest in literacy, education, and workforce development.

Between the months of September and December, over 600 literacy providers, teachers, higher education faculty, business representatives, government leaders, librarians, community agency workers, and adult learners participated in four Literacy 2000 Summits. Held at Bowling Green State University, Kent State University, Ohio University, and Sinclair Community College, these regional summits provided Ohioans with an opportunity to discuss critical aspects of adult literacy in our state.

The summits were successful in drawing out where consensus exists to chart future action by local and state decision makers to combat illiteracy. They also succeeded in demonstrating that in Ohio there is a strong "community of interest" surrounding adult literacy. That is to say, individuals, differing in their perspectives, came together — putting aside special concerns — and engaged in a dialogue for the purpose of identi-

fying the best actions to be taken collectively to move Ohio toward a more literate state.

This report describes the process used at each of the regional summits, presents the final results, and identifies the emerging themes as the first step in formulating a state action agenda for literacy which will more fully address the problems of illiteracy.

What were the Literacy 2000 Summits?

Organizational Background

At the request of Governor Voinovich, the **Ohio Literacy Network** (OLN) — a non-profit organization composed of public and private organizations dedicated to eradicating illiteracy in the state — accepted a leadership role for organizing the Literacy 2000 initiative. Financial support was provided by the Ohio Bureau of Employment Services and additional contributions came from other public and private sources.

A **Literacy 2000 State Planning Committee** was created to work together with the OLN to develop the structure and organization of these summits. This committee was composed of representatives from diverse literacy organizations, business and industry, the Governor's Office, the Ohio Department of Education, the Bureau of Employment Services, the Ohio Department of Human Services, the State Library, and the Board of Regents.

Centrally located sites were selected in each of Ohio's four regions (northwest, northeast, southeast, and southwest) and a project facilitator was contracted to support facilitation activities and to examine and summarize the results of each summit.

The State Planning Committee was greatly aided in its efforts through the support of **four regional committees**. These committees were responsible for the direct planning of the summit for their individual geographic areas. Publishers of major newspapers (or their designee) served as chair of these regional committees with additional membership from local literacy providers, faculty, and public and private sector representatives.

Strategies for Assessing the Status of Literacy in Ohio

The objective of the Literacy 2000 Summits was to bring Ohioans together who have a common interest in improving adult literacy to share their opinions and insights about on-going efforts, areas in need of additional attention, and potential future directions for policies and programs. With this as the goal, the main portion of each summit was devoted to participant interaction.

To help broaden perspectives and focus discussion, nationally recognized leaders in adult literacy talked to participants at the beginning of the day-long activities. Additional presentations were made during lunch by representatives of exemplary local literacy programs, winners of the Governor's 1991 Workplace Literacy Awards, and adult learners who, with assistance, successfully faced the challenges posed by their illiteracy and who are now literate.

To accomplish the main purpose of the summits **two information collection techniques** were used:

(1) "Pre" and "Post" summit questionnaires; and

(2) small group discussions of no more than twelve individuals focusing on specific topical questions.

These techniques were modified slightly after an evaluation of the first summit held at Bowling Green State University in early September.

A. "Pre-Post" Questionnaire

This procedure was used to tap participants' opinions on such issues as:

- Ohio's literacy status in relationship to other states and nations;
- critical population subgroups to be targeted for receival of literacy services; and
- service delivery preferences.

The questionnairs were intended not only to obtain input on these issues, but also to measure if any changes in opinion occurred after the topic was considered more deeply during the course of the summit proceedings. Questionnaires were completed during the opening session of each summit and once again at the end of the day (See Appendix A: "Summit Questionnaires").

B. Small Group Discussions and Story Boarding Technique

Small Group Discussion Questions:

- What do we know about literacy?
- What do we still need to know?
- How do we obtain what we need to know?
- What are we currently doing to foster literacy?
- What should we be doing that we are not yet doing?
- What are the critical first steps to reducing illiteracy in Ohio?
- What is most important for a state literacy strategy to be effective?
- How could a State Literacy Center be most useful and what should it do?

The primary mechanism used for obtaining input of summit participants was through interactive discussions of small groups composed of individuals representing diverse interests (e.g., education, business, adult learner). Each small group generally consisted of ten to twelve participants and was lead by a facilitator trained in the story boarding technique.

Group members were first asked to brainstorm on ideas in response to key questions about Ohio's current literacy needs and future direction (see box: Small Group Discussion Questions). With the assistance of the group's facilitator, responses were next organized into appropriate clusters and then prioritized in terms of importance to produce a group consensus.

Small group facilitators were responsible for expediting discussion and for preparing and submitting a formal report detailing their group's comments and prioritizations. Information from each of these small group discussions was then compiled and documented in regional summit reports by the project facilitator.

The following section capsulizes the input from all four summits (northeast, northwest, southeast, southwest) for both the "Pre" and "Post" Questionnaires and the small group discussions.

Summit Results: A Commonality of Concerns

Major Findings of Pre-Post Questionnaires

As mentioned earlier, the "Pre-Post" Questionnaires were used to gauge summit participants' reactions to specific literacy issues not addressed in the small group discussions and to determine if there were any changes in opinion during the course of the summit.

In general, 20-30% fewer participants completed the "Post" than the "Pre" questionnaire. Attendees who identified themselves as representing non-profit organizations and urban areas were more likely to complete the "Post" questionnaire than others represented at the summits.

Keeping in mind these limitations, the following conclusions can be drawn about participants' beliefs as reflected in the questionnaire responses:

1. Ohio is at a **competitive disadvantage in literacy** with other nations and other states.
2. Literacy problems in Ohio are **most critical in central cities;** results also reflected concern for other geographic areas (rural communities and suburbs).
3. Over 90% of summit participants believe adult literacy problems are a **major factor in the success or failure of students in Ohio's schools.**
4. **Ohio parents lacking basic skills should be the primary target of literacy programs** (See Table I on following page). Other target audiences in order of frequency from highest to lowest should be:
   - the unemployed,
   - unskilled workers in the workforce, and
   - inner city poor.
5. Basic education programs that stand the greatest chance of success are those offered at **neighborhood centers and libraries and at the workplace.**
6. Literacy **assessments should be based on performance** rather than standardized measures. Performance assessments of work and life skills may include oral and written responses and use of devices such as calculators.

Table I: Ranking of critical target populations for Ohio's Literacy Programs

Target Populations	*Rank*				
	Statewide Average Rank	NW	NE	SE	SW
Illiterate parents	1	1	1	1	1
Unskilled workers in workforce	2	2	4	7	3
Single heads of households	3	3	3	4	5
Unemployed	4	4	5	2	2
Inner city poor	5	5	2	5	4
Dropouts	6	6	6	6	6
Rural poor	7	7	7	3	7
Recent immigrants	8	8	8	8	8

There was **little variation in individual responses from the "Pre" to the "Post" questionnaires**. Additionally, **regional distinctions were not much evident** except in the input from the southeast summit in ranking the rural poor as a critical target population for literacy services. Attendees at the other three summits failed to identify this group as a primary recipient of literacy services.

Responses Offered in Small Group Discussions

A commonality of concerns also emerged in the small group discussions from summit to summit. While differences existed in their order of prioritization, similar comments in response to the discussion questions were generally offered. This consistency of emergent themes provides a strong basis on which to build a statewide strategy to address literacy needs in Ohio. The highest ranked responses to each discussion question are presented below (See Appendix B: "Table of Regional Responses to Small Group Discussion Questions").

What do we know about literacy?

1. Literacy is *intergenerational*. Illiteracy often crosses generations of families; the literacy skills of children are frequently dependent on those of their parents.
2. Literacy is a *basic necessity for a high quality of life* — increasingly so in a technological age.
3. Literacy problems *affect everyone* and have a *serious, negative economic impact.*
4. Current adult literacy programs are *only reaching a small percentage of Ohioans who need these services.*

What do we still need to know?

1. Adult literacy programs need to know more about *what teaching programs and services work best with what populations.*
2. Who is most in need of literacy services? Ohio must have *better needs' assessment* information including demographic profiles of those Ohioans most in need of assistance.
3. What are *effective methods for motivating Ohioans who need basic skills instruction* to seek such services?
4. How to *organize and inspire key constituencies* to support literacy efforts in Ohio.

How do we obtain what we need to know?

1. Develop a *coordinated statewide research strategy* and involve adult learners more extensively in such efforts.
2. *Improve networking and collaboration* among adult literacy programs; form information networks.
3. Conduct *community-based needs assessments.*

What are we currently doing to foster literacy?

1. Numerous *local programs are already established* and are providing services.
2. *Collaborative efforts* — including those involving employers — have begun in many areas around the state.
3. *Public awareness campaigns and strategies* are also being developed and implemented.

What should we be doing that we are not yet doing?

1. Ohio's adult literacy programs need to form more *effective networks and coalitions* among providers to share information and training techniques.
2. *Planning and more planning* is needed in developing public awareness strategies and conducting needed research. Priorities must be established and goals designated.
3. Literacy advocates should be identifying additional funding sources and *seeking expanded support* for adult literacy initiatives from both public and private entities. Ohio needs to better define its literacy needs and ensure sufficient support is available to meet them.
4. More *attention must be focused on the intergenerational aspects of illiteracy* and how to break the family cycle of illiteracy.

What are the critical first steps?

1. Ohio must create a *state level task force on literacy* with responsibility for developing and coordinating statewide goals and strategies in the area of adult literacy.
2. A *strong public awareness effort* must be developed and conducted using the media to inform all Ohioans about the impact of illiteracy and the need for additional services.
3. A *framework for identifying successful programs* must be developed and mechanisms implemented for sharing information among diverse literacy providers.

In addition to those items identified above, what is most important for a state literacy strategy to be effective?

1. Organize a *needs assessment* — who needs services? when? where?
2. Conduct a *comprehensive inventory* of existing programs and services in Ohio that are successful.
3. Develop *incentives for fostering cooperative and collaborative efforts* at the local level and methods for identifying and prioritizing common goals.

How could a State Literacy Resource Center be most useful; what should it do?

1. Serve as a *clearinghouse for resources and information.*
2. *Aid in the coordination and collaboration of services* provided by diverse adult literacy programs in Ohio and as a liaison between state and local efforts.
3. Provide *training and technical assistance* in such areas as program evaluation and assessment methodologies.
4. Serve as a *strong advocate* for adult literacy programs and services at the state level.
5. *Identify potential funding sources* and share information and support with diverse literacy providers.
6. *Improve assessment and evaluation methodologies* and conduct needs assessments.

Meeting the Challenge of a Literate Ohio

In 1990, Ohio adopted the six national educational goals established by former President Bush and the nation's governors in a bipartisan effort to improve education. Goal Five states:

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

It is clear that significant progress toward achieving that goal in Ohio and across the nation will require strong support and increased attention to adult literacy needs.

Emerging Themes and Issues

Ohioans came together at the Governor's four Regional Literacy 2000 Summits and voiced their concerns about the state of literacy in Ohio. Several clear themes emerge from the wealth of input obtained which can be used to develop more effective strategies for ensuring that progress is made in our state.

I. ***Illiteracy: A social and economic imperative for action***

Ohio's economic competitiveness is directly related to its level of literacy. Seventy-five percent of those Ohioans who will be working in the Year 2000 are already in the workforce; both the public and private sector must become more concerned about upgrading the basic skills of our current workers.

Increased attention must be given to sensitizing Ohio's public policy makers and business leaders to the cost of illiteracy and the need to be more aggressive in attacking the problem. A major public awareness initiative is needed to ensure the message is effectively communicated to all target audiences.

II. ***Illiteracy as an intergenerational phenomenon***

The children of parents who do not read frequently grow into adulthood unable to read. Parents can help their children by helping themselves. Ohio's literacy programs and services must focus on the pivotal role parents play in their children's education.

III. *A stronger, more coordinated research effort*

To successfully address the problem of illiteracy, practical research is needed to obtain a better understanding of individuals with basic skills deficiencies. More attention must be given to determine how these individuals can be motivated to seek services and to identify instructional methods and techniques that are most successful. To be effective, these efforts must include input from adult learners.

IV. *Improving Ohio's efforts through collaboration & information sharing*

The need for networking and collaboration was articulated consistently throughout each summit. While effective family and workplace literacy initiatives often involve more than one agency and organization, this cooperation is one that should be typical of all literacy efforts.

Service to adult learners could be improved if local and regional organizations (a) formed networks to share information, and (b) developed and sustained collaborative efforts with other agencies and organizations that share similar goals or serve the same client population. More support and resources must be devoted to expanding and improving cooperative, collaborative efforts. Additionally, successful literacy programs and instructional and training methods need to be identified and shared with other service providers.

V. *A need for coordinated action by state leadership in Ohio*

More coordinated action by state leadership is critical. Two activities which will greatly enhance statewide efforts include the designation of a state task force on literacy and the establishment of a State Literacy Advisory Council Resource Center which serves diverse literacy providers.

Future Action

The Literacy 2000 Summits have given literacy advocacy a significant boost in Ohio. An estimated six hundred Ohioans concerned with literacy issues came together, shared their thoughts, and "cast their votes" for what they believe should be the major focus of literacy initiatives in this state.

From these summits, a commonality of concerns emerged as well as the willingness to cooperate in the best interest of the adult learner. Efforts are already underway to address many of the issues raised. Ohio's State Literacy Resource Center (OLRC) has been established at Kent State University in Kent and many of the suggestions regarding this effort which were brought forth at the summits have been built into the responsibilities of this organization. In addition, with the support of the Governor, the Governor's Human Resources Investment Council has broadened the scope of its mission to assume the role of a State Advisory Council for Literacy.

But, the overwhelming conclusion is that **more** is needed — more awareness of the cost of illiteracy, more knowledge of effective practices, more resources for literacy providers, and more collaboration among those who share common goals.

To further address these issues, Ohio will now take the next step — the development of a well thought-out action agenda for literacy to be completed by the end of 1993 — that will set forth specific recommendations and strategies for ensuring progress and guide decision making at the state and local level. The public-private partnership which provided strong leadership for the Literacy 2000 summits will continue as the state examines the steps needed to meet the challenge of a literate, highly skilled, and engaged citizenry.

Appendix A: Summit Questionnaire

I represent:

_____ **Rural area** _____ **Public sector**
_____ **Urban area** _____ **Non-profit**
_____ **Business**

1. **Ohio has a literacy competitive disadvantage with:**

	Yes	No	Don't Know
Other nations	_____	_____	_____
Other states	_____	_____	_____

2. **Where is Ohio's literacy problem most critical? Please rank the following in order of concern:**

_____ Central cities

_____Suburban areas

_____Rural communities

3. **Adult literacy problems are a major factor in the success or failure of students in Ohio's schools.**

_____ Strongly Agree

_____ Agree

_____ Not Sure

_____ Disagree

_____ Strongly Disagree

4. **Please rank the following options in terms of their likely success in dealing with adult literacy: (1 highest to 4 lowest)**

_____ Basic education in workplace

_____ Basic education programs in vocational schools, community and technical colleges

_____ Basic education programs at local school buildings

5. **In literacy assessments, basic standardized tests such as multiple choice should be replaced with more performance oriented assessments of life and work skills. These assessments may include oral and written responses and use of devices such as a calculator.**

   _____ Strongly Agree

   _____ Agree

   _____ Not sure

   _____ Disagree

   _____ Strongly Disagree

6. **Please rank the following populations in terms of their importance for focusing adult basic literacy efforts on: (1 highest to 8 lowest)**

   _____ Recent immigrants from other countries

   _____ Inner-city poor families

   _____ Single heads of households

   _____ Unskilled workers in the workforce

   _____ Unemployed persons

   _____Illiterate parents

   _____ Drop-outs

   _____Rural poor families

7. **In addition to increased support, what do you think is the most critical issue facing adult literacy?**

Appendix B:

Table of Regional Responses to Small Group Discussion Questions

Question #1 What Do We Know About Literacy?

Northwest

no response

Northeast

1. Literacy is an intergenerational problem
2. Literacy affects the quality of life
3. Only small percent of those needing help are getting it
4. There is a general understanding of the problem
5. Illiteracy has an economic impact
6. Literacy is vital to a person's self-esteem
7. The issue demands urgency
8. There is a need for greater employer awareness

Southeast

1. Literacy is increasingly important in the quality of people's lives due to technology
2. Illiteracy affects everyone
3. We have many definitions
4. Illiterate people have learned to cope
5. Illiteracy is cyclical
6. Illiteracy affects self-esteem
7. Need to review goals and how we have arrived at them
8. Illiteracy affects workplace

Southwest

1. Literacy skills of children depend upon those of their parents
2. Literacy is a complex issue
3. Literacy is basic to earning power, self-esteem, and quality of life
4. Literacy problems are costly
5. Literacy is difficult to measure–it needs defining
6. Literacy and its effects are not well understood by society

Question #2: What Do We Still Need To Know?

Northwest

1. Who are the people with literacy problems; what kinds of family circumstances are they in; where are they located; what are the primary causes for their circumstances; what are the effects of cultural differences?
2. What are the realistic costs of illiteracy and cost/benefits of various programs; how employers can best be reached by literacy concerns
3. What programs work best for certain kinds of people; how can we get people committed to literacy programs; what programs are most effective in achieving literacy
4. What programs are successful
5. What programs are available for securing help and resources; how to get help from those programs
6. What programs are available in local communities and the services that they provide

Northeast

1. Sources of funding, how to get adequate funding, and how to motivate legislators
2. Who are the adults lacking basic skills, why do they lack these skills, what strategies will reach them.
3. What are the best methods and strategies to improve programs
4. How to motivate illiterate people
5. How to coordinate services
6. How to motivate the community and business
7. What accountable assessment and evaluation techniques are available
8. What are the cause and effects of illiteracy
9. How to break the cycle of intergenerational illiteracy
10. How to get the government to recognize and respond to literacy needs

Southeast

1. Who are our clients; where are they; how do we reach them
2. What are the best methods and programs for serving the client's needs:

3.5 Need consensus regarding definitions and skill descriptions for literacy

3.5 How to motivate and interest those who need services and break down barriers

5. Identify existing and potential resources
6. How to impact the level of interest within the political arena regarding illiteracy

Southwest

1. What programs work and with what populations
2. How to reach and motivate those who need help
3. Basic needs assessment information
4. How to motivate and organize key constituencies to help

Question #3: How Do We Obtain What We Need To Know?

Northwest

1. Establish a statewide clearinghouse
2. Networking at regional levels
3. Establish a community-based needs assessment
4. Focus university research programs on adult education needs

Northeast

1. Establish networks and engage in collaboration
2. Conduct needed research
3. Talk with learners
4. Have adequate funding
5. Use existing power structure
6. Mobilize societal interests

Southeast

1. Continue to conduct regional research
2. Learn from people who we serve
3. Network
4. Develop new methodologies and push for increased governmental funding

Southwest

1. Develop a coordinated research effort
2. Develop community-based needs assessment
3. Involve clients in research

Question #4: What Are We Currently Doing Foster Literacy?

Northwest

1. Networking to share information
2. Raising awareness of literacy issues, publicizing success stories, making it easier for people to enter literacy programs.
3. Research on literacy needs and the effects of program
4. Involve the workplace in literacy programs
5. Focus on family needs by coordinating literacy and social services offered to the family

Northeast

1. Operating literacy programs
2. Working on new content, procedures, and assistance levels of our programs
3. Conducting public awareness campaigns
4. Offering tutoring
5. Working harder towards obtaining more funding
6. Fostering collaboration between people, organizations, businesses
7. Working to break the family cycle of illiteracy

Southeast

1. Operating literacy programs to serve clients
2. Implementing public awareness strategies and reviewing current and new policies regarding literacy issues
3. Training tutors and regionalizing our efforts by setting up a literacy council.
4. Networking
5. Employer involvement
6. Literacy efforts involving community action
7. Looking for more funding sources

Southwest

1. Beginning local coordination efforts
2. Developing fragmented programs in various places in the community
3. Organizing at the federal and state levels
4. Doing workplace programs

Question #5: What Should We Be Doing That We Are Not Yet Doing?

Northwest

1. Marketing and communicating about literacy
2. Focusing on those who need help the most
3. Working more with learning disabled
4. Listening to clients

Northeast

1. Focusing on policies regarding programming, priorities and solutions

2.5 Working harder at finding more available funding

2.5 Fostering more collaboration between agencies

4. Conducting public awareness campaigns
5. Working harder to break family cycle
6. Working on changing community attitudes and perceptions regarding the issue of literacy
7. Applying pressure to the various applicable political entities

Southeast

1. We should be doing more planning, research and setting policies
2. Expanding our services for literacy programs and tutor training
3. Justify/demand more funding
4. Network and collaborate
5. Aiming to break the family cycle of illiteracy
6. Advertising/public relations

Southwest

1. Reforming the education system
2. Forming coalitions
3. Establishing a state clearinghouse on resources and ideas
4. Educating and creating awareness
5. Conducting research and evaluations

Question #6: What Are the Critical First Steps To Reducing Illiteracy in Ohio?

Northwest

(Question #1)

What are the elements of a state literacy effort?

1. Determine needs, set priorities, and develop a plan for action
2. Conduct a strong marketing and promotion effort
3. Encourage local coordination of literacy efforts
4. Encourage a broad array of initiatives
5. Develop tools to collect accurate information

Northeast

1. Employ action, goals and mission plans.
2. Move toward a global/state task force.
3. Collaboration

4.5 Review successful program plans

4.5 Conduct public awareness campaigns

6. Establish business incentives and funding procedures
7. Develop a specific action plan
8. Formulate policies

Southeast

1. Establish goals, plans, strategies, and policies
2. Coordinate and collaborate programs, services and efforts
3. Locate new funding and maximize potential resources
4. Conduct further research
5. Identify successful programs throughout the state and compile them
6. Use the media

Southwest

1. Develop lines of communication between key disciplines and programs
2. Set up a state coordinating agency or task force
3. Develop public awareness and support
4. Analyze successful programs and share information

Question #7: What Is Most Important For A State Literacy Strategy to Be Effective?

Northwest

no response

Northeast

1. The problems related to literacy
2. The resources, techniques, strategies, and delivery system
3. The effective programs
4. The people who need literacy services
5. The priority goals for literacy initiatives

6.5 The economic and social consequences of inaction

6.5 The need for collaboration

8. Issues surrounding funding for legislation and lobby for literacy

Southeast

1. Who are the target populations
2. Sources and duration of funding
3. How to operate within the existing social and political climate
4. Knowing successful programs
5. How to collaborate and coordinate programs and information better

Southwest

1. What program and services already exist
2. How to fit into current educational system
3. How much funding support is needed and where it should come from
4. What current programs are effective

Question #8: How Could A State Literacy Center Be Most Useful and What Should It Do?

Northwest

no response

Northeast

1. Provide coordination and collaboration of program services
2. Be a clearinghouse for resources

3.5 Provide educator updates, program evaluation, and assessment methodologies

3.5 Provide training resources and development

5. Speed up action

6.5 Organize a strong public awareness campaign

6.5 Organize funding procedures

Southeast

1. Function as an information clearinghouse
2. Serve as a training center for tutors
3. Aid in collaboration and coordination between programs
4. Identify and address needs of the clients through programming
5. Develop a state plan of action
6. Provide clout in political arena
7. Work with funding issues
8. Involve business and industry
9. Provide for statewide public relations campaign

Southwest

1. Share information about successful programs and funding resources
2. Provide training and technical assistance
3. Coordinate services and provide liaison between and among local and state efforts
4. Be an advocate and a political voice for literacy concerns

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